



Literature in Primary Schools in Kosovo, its Artistic and Educational Character

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ABSTRACT

Purpose: This study aimed to examine the literature taught to kids of 6 to 11 years old in Primary Schools of Kosovo, with the objective to see how much this literature fulfills the literary and moral needs of students of this age. The textbooks prescribed in grades 1-5 of Primary Schools of Kosovo having reading contents from contemporary Kosovo culture were sampled for this study. All these books were licensed by the Ministry of Education, Science, Technology and Innovation of Kosovo. **Method:** The study used the quantum and content analysis methods to collect statistics from each literary unit related to genres, authors and the learning objectives. The rationale

behind choosing this subject for investigation was also to examine whether these books adequately reflected the contemporary Kosovo culture and preserved its literary and artistic characteristics. Another objective was to examine whether these textbooks developed children's awareness of social, cultural, and artistic issues, and provided a connect between literature and other subjects. **Findings:** It was discovered that these literary books included literary units from domestic and international authors, from different periods and different literary genres/ subgenres such as prose, poetry, drama, fables, and fairy tales. The text at each level was adapted according to the age of the children. These texts were also made with positive characters. **Implications for Research and Practice:** A thematic and artistic analysis of the textbooks revealed that each literary unit assisted in the artistic, cultural and moral formation of students. The language, metric, and overall structure also made a didactic effect on students.

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Introduction

Children's literature has been considered an art of great importance for children since the beginning. First, because this literature has an important effect on the literary and moral formation of children, then because it is read by a young social age, to which care must be taken, so that there is no violence in that literature, racism, and sexuality, but be built with situations morally and artistically accepted for the age of the children (Abdelhalim, 2015; Čutović & Semiz, 2022; Ghosn, 2002). These rules do not apply to adult literature. Moreover, the age of readers is often fundamental in determining some literary rules, implying the removal of prohibitions gradually as children grow (Gagica et al., 2022). The requirements for children's literature have not always been the same, they have changed from one time to another: during the period of socialist realism children's literature

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contained left-communist ideas, while at other times it contained nationalist ideas (Romanticism), social ideas (Critical realism), until late times where the ideas about racial tolerance between people, religious tolerance, and care for animals are more present (Kondirolli, 2017; Muzakkir et al., 2022).

On the other hand, children's literature has not been the same even in its artistic construction: in one period there are more real stories, in another more fantastic stories; in one period poetry was more present, in another prose, fairy tales, fables, until in the latest times, where the genres of combining literature with other fields, such as reportage, diary, and memoirs, are also present (Čutović et al., 2022). Hence, the content of children's literature has changed over the years, and so its artistic form: in some periods, the artistic aspect of this literature has been valued more, while in other periods, the ideological aspect has been valued more. Being such, the interpretation of children's literature of different periods, both artistic and ideological part, is important to see the tendency of the corresponding period towards children since each period are framed by the ideas of the time within the literature, state policies, culture, and social morality (Kondirolli, 2017).

Literature is a significant part of the primary school curriculum in Kosovo. Each grade of primary school has a literature book that contains literary units that introduce various forms of literature and their characteristics to students (Çitaku, 2022; Ismajli & Krasniqi, 2022). These literary books start with very elementary artistic forms, and gradually continue over the years with more complicated forms, when students are thought to be more prepared to absorb artistic articulations of a higher quality level (Rita, 2021). These books comprise units that explain differences between literature and other forms of writing. These units are written by different authors, local and international.

With the view to introduce literature to children at a very early age, without much educational preparation, these units provide strong educational, artistic and moral information that leads to their character formations. The subject content of these literary books relates to attractive events and small but important activities from children's lives that help them to get to know subjects like history, geography, zoology, and others (Kelmendi, 2018). The content in the literary units also teach them how to behave at school, at home, in society, and motivate them to become a part of society. In this study, we have dealt with the literary books that Primary School students in Kosovo currently learn from to see how literature is presented in Kosovo's Primary Schools, its characteristics, and how it is expected to fulfill the literary and educational needs of students at this age, both educationally and artistically.

There is a dearth of studies, in the context of Kosovo, about children literature or the literary texts taught to children at very young age which might examine on the characteristics as well as contribution of children literature towards fulfilling the literary and moral needs of students at this age. Previous studies have dealt with various determinants and variables not connected with artistic and educational aspects such as Kondirolli (2017) focused on determinants of early childhood development in Kosovo; Ismajli et al. (2022) examined the instruction practices in Kosovo primary education in the field of languages and communication curriculum; Çitaku (2022) discussed the extent to which Albanian student of Kosovo are under the influence of ideological literature and socialist realism in Kosovo; Rita (2021) examined the religions perceptions of children in Albania and Kosovo; Gjelij et al. (2020) found digital technologies in early childhood building attitudes and practices of parents and teachers in Kosovo; Uka (2024) evaluated primary school teachers' attitudes towards inclusive education in Kosovo; Pupovci (2002) focused on teacher education system in Kosovo; and last, but not the least, Gagica et al. (2022) took up the issues of primary school dropout in community families of Kosovo.

Hence the subject of educational and character formation through literature has

inadvertently been neglected. To fill this research gap, therefore, this study chose to examine the literary books and the units therein of the Primary Schools of Kosovo taught to students in grade 1 to 5, aged from 6 to 11 years old. The purpose of this study was also to find out whether these literary units reflected the contemporary culture in Kosovo and preserved the cultural, artistic and political characteristics of the current times in Kosovo. The study also aimed to collect information about the contribution which literature makes to children's awareness of social, cultural, and artistic issues of the age, how it establishes connection between literature and other subjects that they learn during primary school, and whether literature makes an impact on children's understanding of the current cultural situation in Kosovo.

Literature Review

Studies on Albanian literature for children in primary schools in Kosovo and on the function of this literature in students are very few. Some fragments of such studies can be found within comprehensive studies on Albanian children's literature, but special studies are missing. For instance, a study by [Rushidi-Rexhepi \(2022\)](#) touches on issues of traditional prose genres built in new forms in contemporary Albanian children's literature. The study concludes that the new children's literature requires new methods during teaching in schools, asking to develop a communion with new methods between teachers and students to explain new contemporary genres. In another study, [Januzi \(2019\)](#) provides an overview of contemporary authors of children's literature. The study determines that there is a clear difference between the small number of authors found in books of primary schools in Kosovo books and the large number of authors who write children's literature. Books in primary schools in Kosovo make a drastic selection of authors since these books do not even include half of the great Albanian authors of children's literature.

[Gjelaj et al. \(2020\)](#). examined the new cultural and technological context in which children's literature has developed in Kosovo in recent years. The results of this study focus on Digital Technologies in Early Childhood literature available on the Internet, to reach students faster, removing many shortcomings that were previously associated with the impossibility of distributing children's literature in different places, especially in deep mountainous terrain. In another study, [Dushi \(2019a\)](#) focused on the influence of folklore on children's literature and literary texts in primary schools in Kosovo. It was observed that more stories from Albanian folklore are used in these texts because it is thought that those stories are more suitable for the mental well-being of students. The research concludes that the folklore stories in these texts are moderated to adapt to the modern demands of Albanian students. This study is consistent with other studies on Albanian Folkloristic aspects in Kosovo ([Blažić, 2011](#); [Dushi, 2019b](#); [Nika, 2023](#)).

A study conducted by [Berisha and Bashota \(2015\)](#) investigated, among other things, the linguistic aspect of Albanian children's literature. The study used a quantitative methodology. While the possibilities for students to understand literary texts are limited, the authors of Albanian children's literature have always chosen an easier language in their texts that can be easily understood by students. [Shala \(2023\)](#) conducted a study on qualitative aspects of literary texts in primary schools in Kosovo. The results showed that illustrations and animations have a positive effect on the breakdown of literary units in students, having animations and correlation with the knowledge that students receive in other subjects during their schooling.

Studies like [Nika \(2023\)](#) and [Qafzezi and Çyfeke \(2017\)](#) compared Albanian children's literature with world literature. These studies concentrate especially on the proximity and meeting points between Albanian and world literature. These studies found that Albanian authors try to follow the developments of international literature and that in contemporary

Albanian children's literature, more and more, it is removing its special elements and trying to resemble world literature. Likewise, Denic (2016) analyzed the poetics of suffering and refuge in newer Serbian literature of Kosovo and Metohija. In the framework of children's literature in primary schools in Kosovo, the study emphasized that a literature, despite challenges, is chosen that combines the aesthetic plane with the educational one in order for the literary texts to influence the good education of the students. Nika (2023) examined recent literary texts. The study provides data on the highest literary value of children's literature written today and the need for this literature written today to replace the literary texts found in books in primary schools in Kosovo. The findings showed that primary schools in Kosovo used more literature with old models and many of the texts of this literature need to be replaced with the best literature that is written today.

A study conducted by Mehmeti (2023) focuses on the psychology of characters in Albanian children's literature. The study underlines that teenage characters predominate in books in primary schools in Kosovo. Bearing in mind that adolescence is a sensitive age for the formation of students, literature using teenage characters tries to positively influence students through stories that tell happy solutions. However, studies to date have not specifically dealt with children's literature in primary schools in Kosovo. Preliminary studies are studies of literature for children in the broad sense without stopping at the literature in primary schools in Kosovo. In this study, we have tried to fill this vacuum, by analyzing the artistic and educational function found in the books in primary schools in Kosovo.

Methodology

Research Design

This research used a mixed method research design comprising the quantum method for collating statistics related to the authors, and the thematic content analysis method for making a qualitative inquiry of the themes underlined in the texts of the literary books of Primary Schools in Kosovo, sampled for this study. The mixed method approach was quite helpful in gathering statistics about the literary units, genres and subgenres represented in the literary units, authors of those units, and the way these literary units are distributed in the Primary School grades.

Sampling and data Collection

The sample of this study comprised literary books prescribed as textbooks in Grade 1 to Grade 5 of Primary School students in Kosovo. These books were licensed by the Ministry of Education, Science, Technology and Innovation of Kosovo. Each of these books were prepared by different editors who chose literary units from different local and international authors, from different periods of literature, and from different genres, to better inform the students with literature. Each of these text books had sections from literature called "Reading Book" edited by different Kosovo authors such as Reading Book 1 was edited by Rugova & Hykolli for the first grade of Primary School; Reading Book 2 and Book 3 by Demolli for the second and third grades respectively; Reading Book 4 and Book 5 by Xh.Syla for the fourth and fifth grade respectively.

Data Analysis

The content of all five books was analyzed both statistically and thematically. Statistically, the data focused on collecting information about authors, genres and sub genres and number of units. This analysis also focused on metrics and structure. From the qualitative perspective, it was examined whether literature in Primary School textbooks played an important role in the artistic, cultural and moral formation of students in Kosovo

during their primary education. For this purpose, all units were divided into thematic groups to see the didactic element in all those themes and how they made an impact on the character formation of students.

RESULTS

Artistic characteristics of literary books of Primary Schools in Kosovo

Literary books in Primary Schools in Kosovo offer students rich literary material. The literary material contained in these books informs students about various literary problems. These books, with Primary School students in mind, begin by informing the students with the basic information of literature, with the basic genres of literature. Basic information then continues to be completed from grade to grade, continues to expand with new genres, with new authors, with real and fantastic units of literature, so that students from basic knowledge gradually form a complete overview of literature over the years. Therefore, the literary units in these books follow a program, they are distributed among Primary School grades so that gradually, with the increasing age of the students, the literary knowledge of students increases, so that it is easier for the students to learn a vast fund of literary knowledge.

Literary books are designed to make students independent in terms of artistic reading and artistic creation. The knowledge that students gain from these literary books affects the gradual processing of their taste so that they can better understand literature, distinguish the good work, and appreciate it. Even by giving them information about books and authors, students are trained to access libraries in Primary School, to search for authors and works of children's literature, and to have the opportunity to do independent work with artistic texts. On the other hand, these literary books are designed so that by giving students basic information about literary forms, the ability to artistic creation is encouraged in students and those students who have talent in literature can develop their artistic creation activity independently.

The literary units in these books have clear action, dynamic events and settings, and interesting characters that impress students. These units are not burdened with dry moralizations, redundant dialogues, and extended psychological descriptions of characters, there are no philosophizing elaborations in them or extended abstractions: this complex world would make it difficult for Primary School students to understand the text. On the contrary, the literary units of these books are chosen to be simpler, uniform texts, without digressions, with clear situations, with a dynamism of the event, without emphasizing too much the inner world of the character, so that during reading the students do not lose it interest.

Literary Units and Genres in Literary Books

Literary books of Primary Schools in Kosovo are collections of literary units, which gradually form in students the idea of literature, the concept of its uniqueness of writing, its genres, the concept of its artistic construction, and it's very special stylistic articulation and figuration. All of these would be a heavy load for students if they were to be accomplished without a plan, so they follow a program based on which all of these are distributed among the Primary School grades and the student's workload is made in accordance with their formation. The information about literature is less in the first grades and increases in the following grades because the students become more intellectually able to absorb more artistic information. The total number of literary units in literature books in all five grades of primary schools in Kosovo numbered 301. The number of literary units increased gradually over the years along with the age of the students. [Table 1](#) presents the quantum statistics of Primary School reading books and number of literary units in each book.

Table 1

Overview of Literary Units in the Literary Books of Primary Schools in Kosovo

Reading Book 1	17 Literary Units
Reading Book 2	55 literary units
Reading Book 3	74 literary units
Reading Book 4	76 literary units
Reading Book 5	78 literary units
Total	301 literary units

Table 2 presents the number of literary genres in each Reading book, which corresponds with the number of literary units. All literary genres were distributed across all grades of the Primary School, as per students' comprehension levels and their capacity to understand new genres.

Table 2

Overview of literary genres in the Reading books of Primary Schools in Kosovo

Reading Book 1	5 Literary Genres
Reading Book 2	7 literary genres
Reading Book 3	9 literary genres
Reading Book 4	10 literary genres
Reading Book 5	18 literary genres
Total	49 literary genres

Reading Book 1 included five literary genres, namely short stories, poetry, dramatic pieces, fables, and riddles. Reading Book 2 included seven literary genres namely short stories, poetry, dramatic pieces, letters, fables, fairy tales, and proverbs. Reading Book 3 included nine literary genres like short stories, poetry, dramatic pieces, letters, fables, fairy tales, riddles, lullabies, and proverbs. Reading Book 4 included ten literary genres like short stories, poetry, dramatic pieces, diaries, travelogues, fables, fairy tales, riddles, proverbs, and anecdotes. Reading Book 5 included 18 literary genres including short stories, poetry, poetic prose, dramatic pieces, biographies, autobiographies, memoirs, ethnographic writing, reportage, announcements, announcements, letters, fairy tales, proverbs, oral poetry, anecdotes, myths, and riddles.

The basic genres, such as short story, poetry, dramatic pieces, fables and fairy tales, that were introduced for the first time in Reading Book, remained in every Primary School literary book in Kosovo. However, from one grade to another, new genres were introduced in each grade, keeping in view the gradual increase in the comprehension level and character formation of students. In the fifth grade, when students were considered to have a solid literary background, the book Reading Book 5 had the largest number of new genres.

The proportional distribution of examples / literary units of each literary genre was not the same in each grade. The literary genres that predominated in Primary School literary books in all grades were poetry and short stories, while other genres had a small number of literary units in these books. **Table 3** presents the statistical distribution of these genres, showing that there were 118 units of poetry, 95 short stories, 18 fairy tales, 11 each of dramatic pieces and fables, and 40 examples of other genres such as riddles, proverbs, myth, lullaby, poetic prose, biography, autobiography, memoirs, diary, travelogue, ethnographic writing, reportage, proclamation, announcements, letters, tales, oral poetry, anecdotes, letters.

Table 3*Overview of Frequency of Literary Genres in the Literary Books*

Genre	Frequency	Percentage
Poetry	118	40.55%
Short story	95	32.65%
Drama	11	3.78%
Fable	11	3.78%
Tales	18	6.18%
Other	40	13.04%

Literary Units of Poetry and Short Story

The largest number of literary units in the Primary School texts of Kosovo was of the genre of poetry (n=118). These poetries were written in a language understandable to the students, although their language was adapted with the growing age of the students, in each grade. It means that the language of poetry units became more figurative and aesthetic from grade to grade. Table 4 presents the distribution of poetries across the Primary School grades.

Table 4*Number of literary units in the genre of poetry*

Reading Book 1	2 Poetries
Reading Book 2	22 poetries
Reading Book 3	23 poetries
Reading Book 4	36 poetries
Reading Book 5	35 poetries

Table 4 clearly demonstrates that the number of poetries increased every year, except for Reading Book 5 in Grade 5, the number of poetries remained almost the same as the previous grade, since new genres were added in this grade.

The poetries in the Primary School literature books in Kosovo are generally presented in four stanzas (quatrains), while a smaller number of them are poetries written in other verse forms. The editors of the literary books rightly thought that the quatrain was the stanza form that best suited the age of Primary School students, because this stanza form had neither dense image like in short stanzas, nor protracted images like in long stanzas. However, the students were informed about other types of stanzas, such as couplets (Reading Book 2) tercets (Reading Book 3), quintets ((Reading Book 4), sestets (Reading Book 5), and stanzas in mono-colon lines (Reading Book 2), and combination of two or more stanza forms ((Reading Book 5), though the number of such stanza forms was not large.

The poetries of the literary texts included in Primary Schools of Kosovo were mostly in classical forms with rhyme, rhythm, and dense musicality, which made it more pleasant for students and easier to remember. In these texts, there were no free verse poetries, nor poetries without rhyme or rhythm. There were two reasons why free verse was not found in these texts: first, because poetries with a dense rhythm, with musicality and rhyme, can be more easily learned and memorized by students; second, because classical poetry helped Primary School students to see the difference between prose and poetry more clearly. Free verse poetries were found only in the later years, in the high school grades.

The editors of these books also chose poetries that narrated a small mini event. This was done to make it easier to understand the mini event. Each narrative elaborated the main sequences of the event, without digressions and with fewer details. In these poetries, there characters who loved their family, loved books, helped friends, and animals. Such

characters were chosen that the children loved to see, so that students understood and remembered these events for a long time. For example, in a poem entitled "A Bird" (Reading Book 4), there is a bird that leaves the nursery and returns to it again in the spring. Through this event, the theme of longing for the homeland is artistically presented, which emerges in a general form, through the love of the bird for its nursery. In other poems, there is a giraffe (Reading Book 4), an elephant (Reading Book 4), a whale (Reading Book 3), a mouse (Reading Book 4), a cat (Reading Book 2), and like. These poetries highlighted extraordinary features of these animals such as their length and size (giraffe, whale, elephant), color (giraffe), cleverness (fox), which sent the intended message to the students. These poetries about animals, apart from being artistic texts, also helped students to learn about other subjects such as biology and zoology.

The literary units of short story were at the second place in terms of number in Primary School literary books in Kosovo. In all, there were 95 short story pieces that made up 32% of the literary units in general. Table 5 summarizes the number of short stories in each grade.

Table 5

Number of Literary Units in the Genre of Short Story

Reading Book 1	3 Short Stories
Reading book 2	18 short stories
Reading book 3	30 short stories
Reading book 4	27 short stories
Reading book 5	17 short stories

The number of short stories initially increased until the third grade, and the number decreased in the last two grades. The reason for reducing the number of short stories in Grade 4 and 5 was that short stories in these grades were longer. The first three grades had short stories of half a page, while in the last two grades, each short story was up to 3 and 4 pages in length.

All short stories included in the literary books of Primary Schools in Kosovo were written in classical prose, having all the components like narrators, narration and description, events, characters, specific place, and time, i.e., setting of the event. Some of the short stories were fragments of novels, which were offered to students to increase their curiosity about novels. In short, these short stories served as a prelude for students to seek more information about these novels. In these short stories, the narrative is connected all the time with the main event, there are no digressions. Digressions are not applied because readers of short stories are students who have little preparation and digressions would make it difficult for them to understand the artistic text. Short stories with digressions used for older students, used in high school.

The events in these short stories are attractive and pleasant to impress the students. Usually, they narrate a short event: a conversation between characters, a family situation, a visit to nature, an encounter with animals, and a trip to the library. In these stories too, there were important descriptions of characters, places, and time, which made the events concrete. For instance, in the short story "In front of the Lake" (Reading Book 4), there is a small event of sunset in spring, which is accompanied by an artistic description of mountains, fields, and lakes, during sunset: "It was mid-spring, and the weather was beautiful. The mountains around were wearing new, green clothes." (Reading Book 4). In another example, in "The Story of the Place of Laziness" (Reading Book 4), there is a description of a fantastic place built with sweets. Such a place with sweets arouses the interest of students, therefore, the message of these short stories can be understood more easily by students of a young age.

Short stories with fantastic places also have the function of informing students about a special type of literature, like fantasy or science fiction. The short stories included in these units did not contain prosaic or complex science fiction data, but it was a piece of fiction that suited their academic level, and which they could relate to their play, things they love such as candies, and sweets. In short, these stories belonged to that type of literature which was in accordance with the knowledge and desires of very young students. These stories increase their imagination, their fictional world, encouraged them to think about hypothetical contacts with different fantastic worlds, different fantastic societies, and fantastic animals.

Other Genres in the Literary Books

In addition to poetry and short story, the literary books of Primary Schools in Kosovo also included literary units on other genres like dramas, fairy tales, fables, riddles, memoirs, letters, proverbs, myths, lullabies, poetic prose, biography, autobiography, diary writing, travelogues, reportage, anecdotes, and like. Some of these genres had very little representation, restricted to only one literary piece, with the objective to provide exposure to students and prepare for advanced levels.

The dramatic texts in these books were short, with small number of characters, fewer stage props, and mostly suggesting a static stage. The primary objective was to introduce students with the drama characteristics in a short time. In fact, for the students to become better acquainted with the drama and to know its characteristics better, some dramatic parts needed to be played by the students (Reading Book 2), who should take roles of certain ages and genders, to go on stage and discuss a problem among themselves. However, no such effort was made at school levels to enact these dramas. Most of these dramatic pieces, for pragmatic reasons, were not complete dramas; they contained only selections to introduce students with general characteristics of drama: dialogues, monologues, the scene, and characters.

The fairy tale was another genre which attracted students at very young age and was aptly included in the literary books of Primary Schools in Kosovo. To be more inclusive, these literary books included Albanian and international fairy tales: for example, fairy tales by Hans Christian Andersen (Reading Book 2), fairy tales from the Grim Brothers (Reading Book 2), fairy tales from the folklore of different peoples and nationalities like German (Reading Book 3), French (Reading Book 4), Chinese (Reading Book 4), Pakistani (Reading Book 5), and Albanian (Reading Book 3). These fairy tales represented both folklore (Reading Book 2) and authored fairy tales (Reading Book 3). This presence of fairy tales depicting different peoples, cultures, authors and folklores informed the students about different forms of fairy tale, different motives, different characters, and showed the universality of this genre.

The genre of fairy tale added a typical genre flair to literary texts with its special tools that only this genre possessed. For instance, fairy tales have a simple story structure easily comprehensible by young students; it adapts to the psychological abilities of Primary School students; its events are full of surprises and unexpected acts; it has attractive characters and places, and a lot of fantasy. These characteristics make the fairy tale a genre that conveys the message to students in a very special form from other genres, that of a rich imaginary world, with a lot of fantasy, with fantastic places and characters, and filling a literary vacuum that is not complemented by other genres.

Fable is also a genre which attracts young children, and about 11 fables were found in in Primary School literary books in Kosovo. In these fables, different messages are given about learning, freedom, slavery, homeland, intelligence, and laziness, conveying these ideas to students in an allegorical form, through an event where the characters are animals

or birds (Reading Book 4), which think, speak and act like humans. The fables of these books contained stories popular in Kosovo and easily understood by students since they made a greater impact on them. There were a few fables in which characters were elephants (Reading Book 4), giraffes (Reading Book 3), and whales (Reading Book 1), which do not live in Kosovo, but they are characters known to the students of Kosovo because they are often seen in films, animations, paintings. These books have fables from the most important authors of the genre of fables, such as Aesop (Reading Book 1), Tolstoy (Reading Book 2), Hutchinson (Reading Book 2), fables from authors from Kosovo such as A. Demolli (Reading Book 2), Lamaj (Reading Book 3), and a few fables from Albanian folklore (Reading Book 2), which offered students a complete image of the fable genre. Fables with their fantastic world, with animals full of life, influence that their themes remain alive for a long time in the minds of students.

Other genres, literary and non-literary, were less represented in Primary School books. These genres included riddles, proverbs, myths, lullabies, poetic prose, biography, autobiography, memories, diary, travelogues, reportage, anecdotes, and letters. Students in Primary School were only introduced to these genres, with the primary purpose of give them exposure and prepare them for high school where these genres would be encountered more often.

Authors of Literary Units

Primary School books in Kosovo are a source of information to introduce several authors of children literature to young students. The editors ensured that the authors of the literary units should not belong to a specific literary culture and period. The literary units, therefore, belonged to different authors from different cultures, from different times, different places, and different literary periods. this enabled students to learn about a very diverse pool of authors. Table 6 presents the number of authors introduce to students across the Primary School grades.

Table. 6

Number of Authors in the Literary Books of Primary Schools in Kosovo

Reading book 1	8 authors
Reading book 2	29 authors
Reading book 3	37 authors
Reading book 4	60 authors
Reading book 5	63 authors

The distribution of authors in Primary School grades provided students a complete orientation about the authors of local and international children literature, which served as a database of authors which they can find in libraries in their advanced years. Among the local authors, it was observed that editors ensured to include literary units of only major authors of children literature. Most of these authors of literary units were traditional Albanian authors such as Çajupi, Asdeni, Fan S. Noli, Naim Frashëri, and Migjeni; although a few contemporary Albanian authors were also included such as A Demolli, A. Deva, I. Kadriu, A. Mamaqi, A. Huruglica, V. Kikaj, and R. Kukaj. This allowed students to become more familiar with both the tradition and the contemporary developments in children literature. They were exposed to the artistic works of past and present, latest literary currents, and the literature written in Kosovo and rest of the world.

The number of international authors in Primary School literary books of Kosovo was smaller in comparison with local authors, but all of them were significant. for example, Reading Book 1 included 4 international authors; Reading Book 2 had 7 international authors; Reading Book 3 had 5 international authors, Reading Book 4 had 13 international authors; and Reading Book 5 had 10 international authors. Hence, students in Primary

School became familiar with at least 39 different international authors.

The most frequently encountered international authors were Aesop, James Matthew Barrie, Guy Belleranti, Diane Z. Shore (Reading Book 1); Leo Tolstoy, Veronika S. Hutchinson, Agniya Barto, Hans Christian Andersen, Brothers Grimm (Reading Book 2); Leonardo da Vinci, Gianni Rodari, Carlo Collodi (Reading Book 3); Maria Padez Kotzki, Folke Tegetthoff, Ludwig Bechstein, Hector Malot, John Godfrey Saxe, Henryk Sienkiewicz, Pearl S. Buck, Jacques Prévert (Reading Book 4); and Kathleen Raine, Richard Billinger, Terry Jones, Hirosuke Hamada, Henry Miller, James Stevens, Edith Durham (Reading Book 5). All these authors were represented by at least one of their literary works, except for Aesop and Gianni Rodari, who had 4 creations each in these books, and Hans Christian Andersen and Leo Tolstoy, who had 2 creations each. Most of the literary units by international authors were fairy tales from different nationalities: German (Reading Book 3), French (Reading Book 4), Chinese (Reading Book 4), Spanish (Reading Book 4), Arabic (Reading Book 5), Pakistan (Reading Book 5), and Greek (Reading Book 5).

Discussion

Educational Character of Primary School Literary Books in Kosovo

The literary units of the Primary School books in Kosovo not only shared interesting adventures, interesting characters, and fabulous places, but they also conveyed educational messages to students. These messages varied in form, purpose and content. These messages dealt with the life of children, their environment, moral values, good and bad times, and motivated students to be active members of society, to respect elders and teachers, regardless of the national or religious affiliation. The students were also motivated to respect national and international values, as well as to take care of nature and animals. These are important didactic parts in these literary units through which students learned sound moral and social values at primary levels.

The literary units in Primary School books of Kosovo primarily dealt with five categories of educational messages: that of family education, social education, education for flora and fauna, and national education. The following sub-sections elaborate the messages under each category.

Family Education of Students

A great emphasis is given on to educate children about family life in the literary units in Primary Schools of Kosovo. In these literary units, family is presented with an optimistic note, everything in the family works well, without problems, with complete harmony between family members (Reading Book 2), who respect each other and behave well among themselves, who listen to each other's opinions (Reading Book 4), advise each other (Reading Book 3), serving the members of these families as a model for students on how students should behave in the family. In these families, the protagonists are children of very young age, who observe the correct behavior of family members and learn from their good behavior (Reading Book 4). There is no literary unit in these books where family members would have expressed anger, envy, hatred, or anxiety or any such challenges that usually adults face in managing family affairs. All such motifs or challenges were removed from these units to form a good concept about the family and to keep young children away from any negative events that only adult members face in family and its members.

A large part of these texts on the topic of family dealt with society as a big picture. These stories revealed that while a family takes care of student's education, the society contributes in the form of a collective settlement (Reading Book 3), showing how to make society's life better. These units create in the students a respect for their families, but also a commitment

to the regulation of the conditions of society.

Social Education of Students

The literary units in the Primary School literature books of Kosovo also relate to the social themes, involving the life of children in society. These units aimed to teach students how to socialize and become part of their society through various social activities. Editors of these books chose to offer them literary that pieces that had a social effect, and prepared students for social life, and helped and supported them in their social activity. These literary pieces had social themes and narrated social stories and events, where the protagonists were children active in society: children who helped people with special needs (Reading Book 4); took care of their friends (Reading Book 2); respected the others' opinions (Reading Book 4). These stories made children aware of realities through examples like a king may have many good things, but he is not satisfied because he lacks society (Reading Book 3). These stories made students aware of the importance of socialization, need to take on social responsibilities when they grow up, and manners in which society formation takes place. A few stories dealt with the act of giving and sharing like sharing food with neighbors (Reading Book 3); giving flowers to teachers (Reading Book 2); not to damage roads and public property (Reading Book 2). In these literary units, there are no characters who harm others, or who despise others, but positive characters who constantly do good to their colleagues, friends, and neighbors, all of whom are child characters who willingly and courageously do good to society. Students in these stories had models of heroes to follow and become an active part of the society. A few stories also gave the social message with animals, birds, and plants: that students should help each other, just like pigeons (Reading Book 2), help others when they are in difficulty like an ant (Reading Book 3), one should not be ungrateful to others like a wolf (Reading Book 4), and one should be careful of bad friends because a rotten apple rots healthy apples (Reading Book 4).

Education About Flora and Fauna

Some literary units dealt with animal-themed stories of children showing how to take care of animals, how to love and give them freedom (Reading Book 4), or heal them when they are injured (Reading Book 3). A few other stories showed sensational beauties of some animals, such as the beauty of the giraffe (Reading Book 3), the stork (Reading Book 4), the dog, the cat, the horse (Reading Book 2), the bee (Reading Book 2), the bear (Reading Book 2), thus endearing students with the idealized representation of the beauty of these animals (Reading Book 3).

Some literary units also dealt with the theme of nature, comprising stories of children who took care of nature, of afforestation, of plants (Reading Book 3), planting wood to increase afforestation (Reading Book 3), giving advice that one should not damage nature (Reading Book 2) and that care for nature is care for human well-being (Reading Book 3). Nature in these literary units is not destroyed but protected (Reading Book 2), nature is presented with greater brilliance to a city child who sees nature for the first time and is fascinated by its beauties (Reading Book 2). Often the beauties of nature related to the seasons, for which there are many literary units. An optimistic note reigns in these units, choosing the beautiful sides of the seasons: e.g., autumn is presented with its beautiful colors, the harvest of plants and trees, (Reading Book 3); winter is presented with its whiteness that it gives to the world (Reading Book 3), children's skiing (Reading Book 3), the cable car, building a snowman (Reading Book 2); spring is shown as greening of nature (Reading Book 2), flowers, appearance of the rainbow (Reading Book 3), the arrival of migratory birds (Reading Book 3), the work of farmers in the fields (Reading Book 3); and finally summer shown as giving beauties of heat and sunshine, summer vacations, and outdoor excursions (Reading Book 3). There are stories depicting pleasures of visiting

exotic places and being with animals which made children excited about plants and animals in nature.

National Education

There are several literary units that deal with the subject of Kosovo as most children's birthplace or homeland, depicting its beauties, tradition, history, and culture: Kosovo is presented as a beautiful country, with beautiful nature, with cultured people (Reading Book 4). In these units, Kosovo is idealized, but it is not compared with other countries in order not to create hatred for other countries, other peoples, and races among the students. There is a literary unit that talks about patriotic wars of different periods, of captivity and freedom of Kosovo (Reading Book 3). In these stories, the enemy is not described for because it is not desired to instill in students, hatred towards any conqueror or people of any foreign country. In addition, a few units speak of an undefined birthplace, depicting characters longing for their homeland, their love and sacrifice for their homeland. The birthplace is not concretized with any country or state, so that the text can apply to the respective birthplace of readers. There were fables where the patriotic theme was expressed allegorically through animals and birds, who love their homes (Reading Book 4), and can sacrifice for it, and return to it every spring.

Some literary units with the patriotic theme also sung about national heroes of different times: legendary heroes in folklore (Reading Book 3), historical heroes of Middle Ages (Reading Book 4), independence heroes (Reading Book 4), and heroes of the current period (Reading Book 3). Such units artistically constructed historical events, standing as a link between the subject of literature and the subject of history. In these units there were no details of wars or violent events: the war was merely mentioned in general, since violent scenes of wars and battles could harm them negatively. In fact, the theme of patriotism or love of nation was realized into an artistic form, where the national message an artistic text had a didactic message about the love and care that students should show towards Kosovo, towards history and culture of their homeland.

Motivational Role of Learning Units

In most of the literary units included in Primary School literature curriculum of Kosovo, student's life at school is presented with a strong positive note, motivating students to give their best to achieve good success at school (Reading Book 2). Such units tell stories where the protagonists are successful students, careful in lessons, who respect their teachers, and kind and polite to friends. They are simply literary examples to show how a model student should be. These units also include other motives like talking about professions that students can have after successfully completing their education, showing that they can become doctors, engineers, and professors (Reading Book 3); some deal with the topic of new technological tools used for learning, such as television, and computer (Reading Book 3), informing students about new sources of knowledge (Reading Book 3).

Some literary units also talk about topics that students can learn in other subjects like astronomy (Reading Book 3), history (Reading Book 4), fine arts, painting and combination of colors (Reading Book 4), theater and acting, (Reading Book 3), the library (Reading Book 3), about grammar and verbs (Reading Book 3), adverbs (Reading Book 3), adjectives (Reading Book 3), synonyms (Reading Book 3). In all these literary units, at the epicenter of the discussion is the student, his education, learning, reading, and promoting the successful education of students with artistic texts. Primary School students need such support, given their young age and the need to know the huge impact good schooling has on their future lives.

Conclusion

Literary books for Primary Schools in Kosovo had different editors who served as artistic collaboration to produce a fascinating curriculum for Primary School students. These books were rich in texts from Albanian and world literatures. The editors of these books tried to select literary units with good artistic articulation and good didactic content that best suited Primary School students. The editors did not get away from subjective selections of literary units, for this reason, literary books for Primary School students changed constantly when educational institutions considered that a new book with better selection was available. For instance, books with literary units in the subject of history of Kosovo was under constant development, as it was ensured that literature for consideration in this study should reflect the current state as well as previous era characteristics. Each new edition differed from its previous ones and represented cultural, artistic and political changes of the times.

The Primary School books in Kosovo also had a variety of literary writings, so that students are introduced to different literary genres, subgenres, and with genres that combined literary and essayistic elements. These units were realized with different topics, with real and fantastic stories, which introduced students to the most diverse types of literature. On the other hand, even though there was a large variety of genres, the main genres prevailed such as prose, poetry, drama, fables, and fairy tales. These major genres were repeated from grade to grade, so that students can sufficiently create the idea for the main literary genres during Primary Schooling. The editors also made good attempt to made students aware about authors of children literature in both local and international literature.

Moreover, the literary units of Primary Schools in Kosovo were found simple units in terms of artistic construction, character construction, and motivational aspects. Each unit expressed didactic messages about good actions. The narratives were though short and fast, but within a short text and limitations of place, character, and time, each text narrated related to artistic levels. The topics of these units were also according to the age of the children, adapted to age-specific wishes and interests, nuances as per the age of the students, in each grade. To have a greater impact on Primary School students, the literary units in these books depicted positive characters who loved school, family, and who were an active member of the society and who nurtured animals with care and protected nature. There were a few negative characters as well, depicted through animals like wolf, fox, and lion, each of whom suffered at the end of the event to give this message to students that negative characters and their deeds have bad results in the end. The purpose is to make students keep a distance from such negative elements and hate any bad behavior in society.

Thematically, these units were simply constructed as they simplified the choices that the students must make related to respect and honor of the family, socializing, love of nature, plants and animals, patriotic values and respect for the heroes. These themes are often intertwined in a separate literary unit: for example, there were units depicting the theme of the homeland, theme of a school with nature; another theme of nature with society, or society with animals. The editors preferred to deal with these topics in literary units, dividing them into different genres, for these topics to be deeply embedded in the students' consciousness. Editors treating the same topics in different genres seem to try to find the right key for each student so that any of the genres will influence them and emancipate them with the issues discussed in these books.

In the Primary School books of Kosovo, the above-mentioned topics are treated in clear, understandable texts, so that they are in harmony with the small preparation of Primary School students, there is no large amount of information in them, and there are no great details logical, long reasonings, which would overload the text and make it unclear for the students. On the other hand, the literary units with such topics are related to the student's interest in other

subjects, the topics that the units deal with are within the needs of the Primary School student to know in more detail historical problems, geography, biology, and social problems. In this way, information that students receive in the literary units is also useful for other subjects.

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